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the more instructive inscriptions and important documents included in this collection. Of the longer selections, No. 70, *Lex de Imperio* (C. I. L. VI. 930.) and No. 79, "The Giving of Roman Citizenship to the *Anauni*" (C. I. L. V. 5050), are most worthy of mention. Of inscriptions proper, No. 23, "Syria under P. Sulpicius. A. D. 6" (C. I. L. III. Suppl. 6687), is both valuable from the information it conveys and interesting on account of the various vicissitudes and peculiar history of the inscription itself. It furnishes the learner one of the best examples of historical interpretation in the entire work.

The book is rendered convenient for use by a general index and three special indices. As a text-book it would prove a most valuable supplement to Allen's *Remnants of Early Latin*, and likewise to the larger work of Wordsworth *Fragments and Specimens of Early Latin*.

F. E. Rockwood

Bucknell University

*Essays and Letters* selected from the writings of JOHN RUSKIN with Introductory Interpretations and Annotations. Edited by MRS. LOIS G. HUBBARD, Teacher of English Literature in the High School of Indianapolis, Indiana. pp. 441. GINN & Co., Boston.

There is a charming paper on "Some Personal Reminiscences of Walter Pater" in the *Atlantic Monthly* for December, a writer to be read after Ruskin for suggestive criticism of a riper scholarship, a more exclusive æstheticism, and ideals of thought and expression more austere and clothed in a rarer atmosphere of beauty,—those beatific visions on which the eyes of both Ruskin and Pater are perpetually fixed, albeit from a different point of view. In this paper by William Sharp, Pater is recorded to have said of Ruskin that of the six men then living who are certain to be famous in days to come, he has had by far the most influence over the sentiment of people. And sentiment of the best kind, sentiment clarified, is such a valuable element in education that every help in the way of it is to be welcomed. For "the sentiment of the ideal life is none other than man's normal life as he shall one day know it," is a saying of George Sand which was endorsed more than once by Matthew Arnold. Ruskin has his place as the trainer of sentiment in the library of every teacher and in a generous course of reading for every student ready for this sort of thing.

This book is one of the best that we have met as an introduction to the ever brilliant, but voluminous and erratic Ruskin. There is enough judiciously chosen and annotated to give a clear and strong impression of the man, his criticism of life and art, and his charm of style. The contents include an introduction of twenty-five pages that reads like literature. It has the merits of interest and restraint. A list of collected works with dates of publication follows, and bibliographical references, half a score of good books easily attainable. Then come the selections. *Sesame and Lilies* :—Of Kings' Treasuries, of Queens' Gardens, which every school-girl should read, ponder, and inwardly digest : Unto this Feast :—Fors' Clavigera :—Athena, Queen of the Air :—to be read by every boy and girl in the classical course of the academy or high school to find how suggestive to a generous and noble mind are the old Greek myths, "how full of noble enchantment for those who can use them," albeit Ruskin is sometimes over fanciful in his interpretations. And last, but not least in suggestiveness, are a few pages on Mr. Ruskin as a teacher, and selections giving his views on education. His emphasis on the educational value of music in its power to develop pure moral emotion, on the "vital and joyful study of natural history," on the exclusion of the stimulus of competition, and of severe and frequent examinations, and above all on the beatitude, the joy of education, the just gladness of it, gives these thoughts a genuine pedagogical value. "The great leading error in modern times is the mistaking erudition for education," is characteristic and indicates Ruskin's attitude as a teacher who was stimulating if not erudite.

We wish that every teacher and pupil in secondary schools could read this book. The mission of beauty in American education is a great one, and has hardly yet been entered upon. Beauty, reverence, joy, righteousness, these belong to education even if they are not its conscious aims. And the awakening of the sentiment of the ideal life, that is the first step and best gift of the teacher or the book. To this end this book may be heartily commended as a whole, or in parts as suggested.

One thing only would we suggest. The book is worth an index. We should also like to see a brief and judicious criticism of Ruskin, or rather a correct estimate of his works as a

hint that the pupil is not to rely too implicitly upon him, especially as a guide in economic thought.

*Adams, N. Y.*

*O. B. Rhodes*

*Chronological Outlines of American Literature.* By SELDEN L. WHITCOMB, with an introduction by Brander Matthews. pp. 285. New York and London; Macmillan & Co. Price \$1.25.

Mr. Whitcomb's book, as we are told in the preface, is modeled upon the similar *Outlines of English Literature* by Mr. Frederick Ryland. It differs mainly in a somewhat more inclusive plan, made possible by the fewer years of our literary history, and by incorporating, as was not done in the English book, the works of contemporary writers. As the great value of such a publication is not alone in its accuracy, but in its completeness, the book before us is relatively better than its predecessor. The inclusiveness of the book may be seen from the first entry, that of John Smith's *True Relation* (1608) to the last, that of the *Standard Dictionary* (1894.) A very commendable feature is the column devoted to British literature, with which it is always helpful to make comparison. There is but one suggestion which seems worth making in connection with the book. In part II, both of Mr. Ryland's and Mr. Whitcomb's books, the list of authors does not include all those referred to in part I. If this is not advisable, it would at least seem important to make some reference by index to authors not otherwise mentioned in alphabetical order. This might easily be done in a subsequent edition. The book, notwithstanding this, is an important contribution to a knowledge of our American literature, and will be heartily welcomed by teacher and student.

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*Oliver Farrar Emerson*

*First Latin Book.* By WILLIAM C. COLLAR and M. GRANT DANIELL. Boston: Ginn & Company.

It is announced by the authors in the preface that this book is not a revision of *The Beginner's Book*, and is not intended to supersede that work. The fate which they deprecate is, however, very likely to overtake the earlier publication, for it is certainly surpassed by this new candidate for public honors. The appearance of this book is much more attractive, the tables of declension and conjugation at the end are an un-